



1996.87

with kind regards.







ONTARIO INSTITUTION FOR THE BLIND.

# THIRTIETH ANNUAL REPORT

UPON THE

## ONTARIO INSTITUTION

FOR THE

# EDUCATION OF THE BLIND

## BRANTFORD

BEING FOR THE YEAR ENDING 30<sup>TH</sup> SEPTEMBER,

1901.

---

PRINTED BY ORDER OF  
THE LEGISLATIVE ASSEMBLY OF ONTARIO

---



TORONTO:

Printed and Published by L. K. CAMERON,

Printer to the King's Most Excellent Majesty.

1901.



WARWICK BROS & RUTTER, PRINTERS.

*T O R O N T O.*



PARLIAMENT BUILDINGS, TORONTO, November, 1901.

SIR,— I beg to transmit herewith the Thirtieth Annual Report upon the Institution for the Instruction and Education of the Blind, at Brantford, for the year ending 30th September, 1901.

I have the honor to be, Sir,

Your obedient servant,

T. F. CHAMBERLAIN,

*Inspector.*

THE HONORABLE J. R. STRATTON, M. P. P.,  
Provincial Secretary.

PROVINCE OF ONTARIO INTITUTION FOR THE EDUCATION OF THE  
BLIND, BRANTFORD.

---

PARLIAMENT BUILDINGS,  
TORONTO, November, 1901.

*To His Honour The Honourable SIR OLIVER MOWAT, Knight Grand Cross of the Most Distinguished Order of Saint Michael and Saint George, Members of the Queen's Privy Council for Canada, and Lieutenant Governor of the Province of Ontario.*

MAY IT PLEASE YOUR HONOUR :

I have the honour to submit herewith the Thirtieth Annual Report upon the Institution for the Education of the Blind, at Brantford, for the year ending 30th September, 1901.

I have the honour to be,  
Your Honour's most obedient servant,

J. R. STRATTON,  
*Provincial Secretary.*

# THE INSTITUTION

FOR THE

# EDUCATION OF THE BLIND.

---

In submitting the thirtieth annual report of the Institution for the Education of the Blind, at Brantford, I wish to correct an erroneous impression which some people seem to have in regard to this school, and which has only been brought to my notice during the past year, namely, that it is an asylum for the care and support of the blind population of the province who have no home or are unable to support themselves. Now, this is not the case, for it is a *school* established by the province for the purpose of giving the blind children of the province an education, and not for the care of blind adults (congenital born blind cases, or those who have become blind from accident or disease long after childhood). However, a few adult cases, who had been educated in the common schools prior to losing their sight, have been admitted to the institution from time to time for the purpose of learning the method of reading adopted for the blind and also to learn willow and cane work as a means of earning (or partially earning) a livelihood. But this experiment has not proved as successful as anticipated few of these adults have followed the work of basket making after leaving the institution, preferring to follow other occupations. I am strongly of the opinion (and have been for some years) that the institution should be entirely devoted to the education of the blind children, from five to eighteen years of age. If blind adults are to be cared for by the province a separate department should be provided for them, with such forms of industrial work as they may be able to perform, and with such regulations and management during their stay and as to their stay, as the circumstances call for.

The school term commences on the 15th September and ends on the 15th June, when all the pupils return to their homes for the summer vacation. From this it will readily be seen that the institution is not a home, or an asylum, for the blind as some suppose, it is utterly impossible to apply the same rules, and give the same course of instruction to adults and children, and in the same classes, the latter being more apt at acquiring instruction. This has been fully demonstrated during the past year. Two adults who had lost their sight by disease, after having received a good common school education, and one a college education, in their youth, were admitted to the institution in the hope that something could be done to better this condition. They very soon acquired a facility in reading the books prepared for the blind; but they could not, or from dislike, would not, take up the willow work. We had nothing else to offer them as they were too old for piano tuning or music, and, after learning to read the books of the blind, they devoted their time largely to finding fault with the discipline, and the course of instruction and training prescribed for the children attending the institution.

They undertook to formulate a system of ethics and a curriculum in accordance with their own ideas and feelings, both of which were contrary to the usages of any school for the blind in this or any other country. They had had no previous training in any school for the blind, nor had they visited any other school than that at Brantford. On leaving the institution they prepared, and circulated a pamphlet challenging the course of study given, and the management of the school, and they presumed to dictate how it should be conducted; in fact, they made such statements and charges in their pamphlet as required an investigation into the truthfulness thereof. This was ordered by the Honorable the Provincial Secretary, the institution being under the control of his department. Dr. Hodgins of the Department of Education, and Dr. Mills, of the Agricultural College, and myself, as Inspector, were directed to make a thorough investigation as to

the truthfulness of the charges made. The complainants were accordingly, given notice to attend at Brantford on the 24th November, 1900, and every facility was afforded them by self and colleagues in the investigation to procure witnesses and present all the information it was possible for them to give.

They were allowed a solicitor, and all their expenses for witnesses as well as for their solicitor were paid by the Government, and the greatest latitude of action and fullest opportunity were allowed them and their witnesses to substantiate if possible, their statements given to the public.

After a number of days spent in taking evidence, they utterly failed to show that the management, discipline, or course of study pursued from year to year differed from other schools for the blind in Canada or elsewhere, or that the irregularities they complained of existed in the school or had existed at the school in past years to any greater extent than in other schools either for the blind, or for children having their eyesight. Their representations were not sustained, conflicting as they did with the testimony of the most eminent teachers of the blind in this and other countries.

Hence I say this institution is not and cannot be a benefit to the adult blind population who have received an education before becoming blind, and that such ought not to be admitted as pupils. Blind children and blind adults, with their varying capacities and requirements, cannot, self-evidently, be conjointly instructed with advantage to either. The course of instruction and the disciplinary regulations necessary for children will necessarily prove irksome to adults; and with a large enrolment of pupils, uniformity of instruction and discipline is imperative.

During my visits of inspection I have carefully observed the children in their class rooms, at their meals, in chapel, and at recreation, and have found them as orderly, diligent and well behaved as are the pupils in any of our public schools. The course of study pursued, so far as it is possible or practicable in the care of blind children, is exactly the same as in our public schools, as will be seen by the report of Mr. H. L. Johnson, public school inspector for the County of Middlesex, who made the annual examination. He gives the average marks from 64 to 89 in a maximum of 100. In the music classes the pupils passed a very creditable examination, as the report of the examiner, Mr. Fairclough, of the College of Music, Toronto, shows. During the past year three of the pupils in music passed the examination of the College of Music with honors, two securing first and second year diplomas, respectively, and one a first year diploma.

**Industrial Work :—**With reference to the willow and cane work, I am convinced that if it is continued, the adult scholars receiving that course of instruction should be kept entirely separate from those attending the school course and taking music and piano tuning.

**Piano tuning :—**This is a very important department for boys who have a taste and natural aptitude for it : commencing in early life, they become quite proficient in the art of piano tuning, and after leaving the school can obtain employment in the factories or follow the profession of tuning, and thus earn a comfortable living.

There is a sewing and knitting department in which the girls are taught this work, and they devote their spare time to it with pleasure.

**Cooking Class :** The girls take great pleasure in learning the art of cooking and general housekeeping.

In brief, this institution is intended to minimize, if not remove, the disadvantages incident to the peculiar affliction of those deprived of sight; to fit them for bearing more bravely and successfully the burdens common to all; to equip them for earning or helping to earn a livelihood; to brighten their lives, and to bring mental and moral sunlight into lives upon which, in the sense of vision, no material sun ever shines.

The total attendance for the year was 138. As I have stated in previous reports, the probability is that the blind population of our Province will decrease rather than increase in the years to come, owing to the fact that a large percentage of blindness has been caused by neglect of treatment in early childhood, and especially in infancy. Now doctors, mothers and nurses understand and recognize the importance and necessity of sanitary care of the eyes during the first few days of infancy better than they did in former years and they use remedies to prevent the possibility of blindness from uncleanness and neglect. The average attendance during the year was 118, namely, 61 boys and 57 girls, as com-

pared with 126 last year. The last session commenced with 107, and 9 new pupils were admitted later. The age of the pupils ranges from 35 to 2 years of age. It is expected that a few more will be received before the end of the year. The health of the pupils has been very good, as will be seen by the report of the attending physician: no deaths have occurred during the year.

The farm has not been quite as productive during the past season as in some former years. The stock is in good condition and well cared for. All the farming implements are in good order as well as the outbuildings. The grounds and sidewalks have been kept in good repair. The main building has been undergoing repairs during vacation, such as new floors in some places, painting, papering etc. A new lavatory has been built for the boys. The residences of the Principal and the Bursar have been repaired and electric light put in.

The moral and religious training of the pupils has not been neglected; they attend service in the city churches on Sundays and there are also religious services in the institution daily.

The Bursar's office, books and records were properly kept. The Principal's office, and all pertaining to it—the records of the history of pupils and of the management of the school—were in good order and properly filed.

The amount appropriated for last year was \$32,782. The average cost per pupil was \$277.75. The amount which I would suggest to the Legislature for the coming year is \$31,835.

I have much pleasure in bearing testimony to the courtesy and kindness of the officers and teachers to myself on my visits of inspection during the past year.

Respectfully submitted,

T. F. CHAMBERLAIN,  
Inspector.

### PRINCIPAL'S REPORT.

T. F. CHAMBERLAIN, Esq., M. D.,

Inspector of Public Institutions.

Sir,—I have the honor to present you with my report for the year ending 30th. September 1901.

Some references may properly be made in the first place to the primary objects and intentions of this Institution and of the efforts to give effect to those objects and intentions.

The Institution was established to provide an education for those of the population of Ontario under twenty-one years of age, who, by reason or defective vision, were prevented from attending the public schools. This implied a general adherence to the public schools curriculum with such limitations as circumstances made obligatory. The provision of a building with board and lodging in which those eligible might be gathered from all parts of the province, and where intellectual training might be combined with active employment in the form of industrial pursuits, was incidental to the conditions under which the school had to be carried on. These appendages to the first objects and purpose have, however, given rise in the public mind to some misconceptions. The Institution, with its beautiful site, extensive grounds, its internal arrangements replete with comfort, and its liberal dietary, has been fancied by many people to be a Home or Asylum rather than a school. The industries taught have perhaps favored this idea as indicating a more permanent dependence on the Institution than is contemplated by its rules. Allowing for cases which now and then call for a liberal construction of the latter, no pupil is allowed to remain a longer time than may be necessary to accomplish the objects of attendance. The period over which this may extend is determined largely by the age at which the pupil enters, personal capacity, and the character and extent of the work



undertaken. Any arbitrary rule in this regard would act unjustly. On the other hand no one is entitled to remain as a mere pensioner on the public bounty after the necessary acquirements have been attained.

The first effort of those responsible for the management of the Institution is to give to the pupils that plain but solid and practical education, which, under our excellent public school system, sighted youths in this province enjoy. As more than once stated in my reports it is in the ranks of the trained public school teachers we find our teaching staff. The particular methods by which instruction is imparted have to be acquired by practice and experience. There is nothing occult or difficult about these to the intelligent public school teacher. Then again the public school text books invariably supply the ground-work of the instruction given. It would be advantageous no doubt if the blind pupil could have recourse personally to text books for purposes of study out of class hours. But not only would the cost of re-producing text books in the embossed line type or cipher for a single Institution be enormous, but the books, unless greatly abridged, would be so cumbersome as to be decidedly inconvenient. The want is supplied by industrious memorising, or by dictation, the teacher reciting the lesson and the pupils taking it down in "point" or making notes of the lesson in that character.

#### THE LITERARY CLASSES

For some twenty years the results of each session's work were tested by two examiners appointed for the purpose by the department. These for the time mentioned, were, Dr. M. J. Kelly Public School Inspector for the County of Brant and Mr. Wm. Wilkinson, M. A. Principal of the Brantford Central School. No abler or more experienced educationists could have been selected. For their patient and tactful handling of the pupils, to many of whom examinations were a strange experience, and their warm interest in the Institution generally, the Principal and staff will always feel deeply grateful. The practice, however, of occasionally changing examiners is adopted elsewhere and may have its advantages. I have never entertained a doubt as to what would be the general character of the report whoever might be appointed but it was pleasant to learn that, in the absence of our old friends, the office was to be discharged this year by a gentleman of such varied attainments as Mr. H. L. Johnson, Public School Inspector for West Middlesex who combines the qualifications for his more particular office with those derived from a position as a High School Master in past years, and the Inspectorship of other educational institutions. Mr. Johnson paid us a preliminary visit in order to familiarise himself with our methods and arrangements. This also gave him the advantage of seeing the classes at work under their respective teachers. He subsequently spent a whole week as examiner, during that time mingling freely with the pupils and staff, and having an opportunity of forming his opinion on every particular without hindrance or impediment. It is interesting, on turning to his report, to gather what were his impressions on visiting the Institution for the first time. He says, after speaking of the grounds site &c. ; " I may further add, that, as an experienced Inspector of school-rooms, I was much pleased with the state of the corridors, class rooms, &c. ; everything was kept scrupulously clean and neat, and system and order were manifested everywhere in the management. It may be remarked here that our corridors and school rooms are not like those the examiner is best acquainted with, emptied of occupants after four P.M. until nine o'clock the next morning, and, on two days in the week altogether unoccupied. They are the constant resort of the pupils for seven days in the week. Other quotations will show what the examiner found to be the state of the classes when he got down to the work of examination. The class in English Literature consists mainly of pupils who have sailed into the higher latitude through a series of literary classes from the junior to the more advanced, and so may be regarded as a fair example of the whole work. Last year the class covered a large amount of American Literature with a thorough study of Shakespeare's "Hamlet"; took up Latin Roots with the derivations and definitions of words, and also exercises from the "Practical Speller." After speaking in favorable terms of the class work in detail the Examiner says, "I regard this class as one of the most interesting I ever had the honor of examining." Under the head of "General remarks" the examiner says:—"Judging from my own observation on the day of my special visit, the manner of answering of the pupils in the various classes, and the results of ex-

aminations, I feel satisfied, that the teachers are painstaking and efficient, and doing their work efficiently. I wish also to add that I was much pleased with the internal arrangements and management of the Institution. The language of the Examiner will not carry less weight because it is strictly moderate in its tone and savours more of a desire to do simple justice than to pay compliments. It is very similar in its terms to those of the examiners in past years and the united judgment independently given by these several able men will I trust be accepted as sufficiently conclusive. Put briefly the report may be summoned-up as showing; (1) That the teachers are efficient; (2) that the curriculum is ample; (3) that the spirit of the classes is good; and (4) that the results, as attested by the markings, are satisfactory.

In some institutions for the blind, attempts are made to attain to a higher educational standard than in ours. My own view, fortified by that of the examiner for this year, as well as by those of his able predecessors, is, that, with thoroughness in the work at present undertaken, we accomplish all that is necessary or that those immediately concerned have a right to ask. In a few instances pupils with an ambition towards "Higher Education" have had their wishes gratified, but the results have not taken that practical shape which would have compensated for the effort. With a little expansion in one or two directions and vigor and freshness in handling the materials at hand, our duty in my opinion will be done. The remark of the Examiner on this point is, "The course of study appears to me to be ample for the acquirements of the pupils."

Our work, however, is not without its drawbacks, or, at least, its difficulties. One of those is the different ages at which pupils enter the Institution, and corresponding variations in their educational progress. Some come to us suffering from a more or less recent loss of vision. They may have attended school and made good progress before being overtaken by blindness. Yet they must attend rudimentary classes until familiar with the new methods of teaching. More difficult, however, to deal with, are those who have been detained at home years after they should have been at school, while efforts, too often fruitless, have been made to restore vision wholly or partially. A satisfactory classification with an infusion of such pupils is not easily accomplished. I have alluded to pupils ambitious to take up higher studies than the curriculum contemplates. The reverse side of the picture is found in the cases of those who halt before reaching the graduating mark in the existing scale, impelled by their own and sometimes parental anxiety to turn their attention to matters of more immediately practical advantage. Thus the attractions of the piano tuning department or the musical classes are continually depriving the literary classes of pupils who might continue their studies with much credit to their teachers and often with decided profit, in the long run, to themselves. But the circumstances of many families represented here are such as to compel consideration. And it is pleasant to know that, in not a few instances, the blind member of the family is the most successful bread-winner. Referring again to the examinations it may be explained that they are conducted orally and that the maximum of marks in every case is one hundred. The trial to blind pupils is a tolerably severe one, especially when the interrogator is a total stranger. And nervousness will not infrequently account to those who know the pupils' abilities for a lapse of memory or hesitation in answering that would not occur in the ordinary class work. It will be conceded, however, that the bulk of our pupils did well when the percentage of marks gained is examined. Omitting reading and writing which, under our system, are largely dependent on physical conditions, and more nearly mechanical than intellectual in their relations, we find that, in Arithmetic, the percentage obtained by the classes examined was  $72\frac{1}{2}$ ; in Grammar, 68; in Geography, 74; in Literature,  $72\frac{1}{2}$  (eight pupils securing the maximum of 100); in English History, 74; in Canadian History, 64; in Spelling 89; and in Bible History and Geography, 83; or an average on the whole of the above of 74 per cent.

#### MUSIC CLASSES — COLLEGE EXAMINATIONS.

If literary studies form the body of our work, music is certainly its right arm. Except that, in the absence of one sense, others are called more actively into play, and so become increasingly acute, it is wrong to suppose that blind persons necessarily have a greater talent for music than the sighted. Nor do the lives of some pre-eminently talented blind musicians any more prove the superior capability of the blind for a musical

career than does the fact that a blind man once became Post-Master General of Great Britain demonstrate the superiority of blind men in particular for that office. I will go even further and say, that, in musical execution, certain difficulties exist in the case of the blind not so apparent in the seeing. But, apart from any special qualifications, there can be no doubt that to the blind, a knowledge of music is more essential than it is to the seeing. And for very obvious reasons. Does any one with full vision realize the want of the blind? How much is there not which the seeing enjoy of which the blind have no conception? An illiberal nature only would ask what is the use of teaching music to a large proportion of the blind? Education has its benevolent and humanitarian as well as its economical side, and this cannot be ignored. In fact, if education means anything, it means more than cramming the mind with book knowledge. Its object is, or should be, to give not only culture to the mind but happiness and joy to the whole life. The pupil who, for instance, traverses the wide field of English literature in his class will probably never teach nor lecture nor earn one dollar from that particular study. But it has opened to him a vast range of thought, it has excited a craving for more knowledge, and he can luxuriate in its acquisition on the foundations thus laid. It may not be rash to allege that a great majority of the pupils in our public schools never have a directly practical use for anything beyond what is popularly known as the "three R's" and those with considerable limitations. Yet the youngster plodding home with an armful of books to pore over through the evening hours, testifies to a public sentiment far in advance of the merely elementary in education. So, as to music, the first question I ask myself is—*not* is the pupil going to be a great musician, a music teacher, or a church organist, but,—is he capable of acquiring such a knowledge of music as will make him happier in life, a more acceptable member of society, less burdened with the trials inseparable from his lot? The higher ground will be reached in good time where there is talent for it.

The examinations of the music classes have for several years, been conducted by Professor R. S. Ambrose of Hamilton, and our pupils will not soon forget his fatherly interest in their progress and his firm insistence on thoroughness in every detail. His annual visits were always a source of pleasure to both staff and pupils. The appointment this year of Mr. W. E. Fairclough, F.R.C.O. (Eng.) of the Toronto College of Music, and Examiner in Music of the University of Toronto, as our examiner, brought us into close touch with the musical world and one of its most notable institutions. We have been frequently indebted to the head of the College, Mr. F. H. Torrington, for friendly offices and advice and have adopted the curriculum and grading of the College for some time past. During the last session Mr. Torrington paid the Institution the compliment of inviting four of our more advanced pupils to give a recital in the College hall. The notices in the press testified to the favorable impression created by our young students' performances. Mr. Fairclough was an entire stranger to the Institution and pupils. His examinations were very thorough and much attention was paid to cases of marked talent likely to be turned to account by its possessors in after years. Mr. Fairclough says: "The result of an inspection of the musical department of the Ontario Institution for the Blind is highly creditable to those who have this branch in charge, and while the teachers are evidently doing careful work it was also very apparent to the most superficial observer that the blind students were, at any rate for the most part, deriving no small amount of pleasure from this branch of study. Some remarkable instances of quickness of the musical ear were noticed."

Three of our pupils were desirous of trying the College examinations in pianoforte. By the courtesy of Mr. Torrington, it was arranged that these examinations should be conducted by Mr. Fairclough during his visit to Brantford. They resulted in all three passing with honors; two securing both the first and second year diplomas and one the first year diploma. It will be our aim to bring this department into still closer relations with the recognized schools of music and to place those of our pupils who can achieve it on an uncontested level with their sighted fellows. The appointment of Mr. E. A. Humphries as resident music master, in place of Mr. F. H. Burt, who resigned, was mentioned in my last report. Mr. Humphries is an enthusiast in his profession and has discharged his duties with spirit and ability. More recently Miss Ella Crompton has retired to accept an advantageous position in Toronto. I regret that we have had to part with this accomplished young lady. Her successor, Miss Edith Harrington, brings with her every promise of a successful career.



## INDUSTRIAL DEPARTMENTS

*The Workshop.*

This department has undergone considerable changes during the past few months. Its future relations to our work may require very serious consideration. In past years a large proportion of the pupils in the workshop have been either those who have reached adult age while pupils, or by special arrangement have been admitted after attaining adult age. This latter class of pupils has been greatly diminished. From causes referred to in previous reports such cases have of late years been more rare than formerly, and recently have been very seldom admitted. Attention has been drawn in the earlier part of this report to the original intentions and objects of this Institution as a school for blind youths. That the presence in the same building with the former of men ranging from twenty-five to forty years of age and gathered promiscuously from those employed in the ruder descriptions of labor, is incompatible with uniformity of rules and discipline goes without saying. Nor is the inconvenience less when the adult is from another class in life, with his own notions and ideas fixed and settled, and consequently quite likely to come into collision with those whose experience is a better guide than his own and must be so regarded. On the other hand it is only fair to say that, with some exceptions, many of the adults have proved well worthy of the privileges accorded them, have applied themselves industriously to their work, and shown every desire to conform to regulations. But, on general grounds, the association under one roof of adults and boys and girls is not desirable. At the present time we have only one or two adults left in the workshop. Two graduated with full outfits last June, and three with such assistance in the shape of models and material as they were capable of using to advantage. And, so far, we have not admitted this session one adult to take their place. One young man who devotes his whole time to the workshop is returning at a later date, and some of the present class will probably proceed to graduation in the same branch. The remainder are lads whose literary and other studies leave portions of their time still to be filled up, and these are spent in the shop where they are instructed in the lighter and more tasteful work in which they mostly take great delight. To this extent the workshop answers a very useful purpose. And no Institution for the Blind can fulfil its object successfully without such outlets for those abilities which do not find one in other pursuits.

Many as have been our disappointments, I have never lost faith in the value of the willow and cane industry as a means of employment for the blind. The failures have mainly arisen from causes that would mean failure in any calling. And where there have been no moral disqualifications there has been the want of help and co-operation that a sighted man might need and a blind one inevitably does need, when first starting in life. With youths who come to us from their homes the outlook is fairly good. The pupil during his vacations, with the allowance of material he receives, first shows his ability to be a breadwinner. The few dollars he earns in this way is often an agreeable surprise to his friends. When he ultimately graduates he resides at home, has a roof to shelter him, and other members of the family often assist him in marketing his products. Where there has been this sort of co-operation the results have been most encouraging. I could cite many instances of young men thus circumstanced not only earning but saving money and starting in business or purchasing land with the proceeds of their industry. On the other hand, the blind adult leaving the Institution with an outfit, has, in many cases, no one to look to for help. At all events he has to start on his own foundation. He needs a place in which to work, must support himself as best he can while forming a connection and working up saleable goods, and, as too often happens, has to consume both capital and profits before he has really established himself. Then, unless charity steps in, his career is, for the time being, abruptly terminated. It is not the industry, but the unfavorable conditions under which it is attempted to be carried on that lead to failure. Of course by a little help, or by personal energy, some succeed in earning a modest livelihood, but the odds are against men so situated. So strongly has this been recognized in England that a large number of shops have been established to supply just the want above indicated. Either pupils of the Institution who have been taught a trade, or men who have become blind after reaching adult age, are employed at wages or piece work, as

the case may be, the materials being found and the products marketed by the Home or Institution. It is a necessary condition, however, that such an establishment shall be in a populous centre where a market, both wholesale and retail, may be found close at hand, and also where the number of cases of blindness are likely to be considerable. No elaborate or costly arrangements are necessary. It is not absolutely needful that the workers should be resident on the premises. Some of these will be married men and support or contribute to the support of families. The earnings of a blind worker in England, when trained to his business, are about four dollars per week. I do not pretend to say that such an Institution would be actually self supporting. In Great Britain the articles manufactured are various and there are outlets for them which do not exist here. Even there the sales of manufactured goods are often supplemented by imported articles. But, by proper arrangements the expenses could be reduced to a very small sum annually. Naturally something depends on the proportion the learners bear to the skilled hands, as a large discount must be allowed for waste of time and material before a blind man, new to the trade, can be converted into a skilled workman.

Without desiring to insist too strongly on my own views in the premises I present them as the result of opportunities that have been afforded me by long experience here, and also by personal observation and enquiries both in England and the United States. To sum up in a few words, it is both beneficial and essential to have such an industry attached to an institution for the blind; and, in the cases of properly trained youths with the means of help and protection on leaving the institution at command it is often a profitable means of support; but, the teaching of blind adults, who, on graduating will be cast on their own resources, will so often result in failure and disappointment as to be on the whole undesirable. A permanent home or headquarters for such would, however, largely help to solve the latter difficulty, and also open a field for the employment of some who, in an ordinary institution for the blind, would be ineligible. As respects our own institution it would become in the absence of the adult element more than it has ever been a school for the blind.

#### PIANO TUNING.

No portion of our work has yielded more direct and gratifying results than instruction in piano tuning. In a former report I pointed out how this department had been systematically organized twenty years ago, and how it has since grown and expanded while, concurrently with this, the public mind has been familiarised with the employment of blind tuners and their ability has been recognized by the most competent judges, the piano manufacturers and dealers. In laying the foundation of this success too much cannot be said of the friendly offices of our former instructor, Mr. W. G. Raymond, once himself a pupil of this institution and now Post-master of Brantford. It was not without difficulty that Mr. Raymond, by his connection with the trade, was able to induce the well known firm of Mason & Risch to admit one of our pupils into their service. And for some years the employers were incredulous and the demand from that source was very limited. Circumstances, however, favored us. The long period of commercial depression came to an end. The piano manufacturing industry, always, from its nature, one to feel severely any dullness in trade revived and has been for some years unusually prosperous. With this too has come the knowledge that many blind youths make excellent tuners, and, with the experience which a factory as nothing else can afford, rise to the very front rank of their profession. There is to-day hardly a factory in which one or more of our former pupils may not be found employed. But even this prosperous state of things has its drawbacks. I have already alluded to the anxiety, more especially of our male pupils, to be doing something in the world for themselves. And this occasionally induces them to catch at an opening for a junior hand in a factory when they had better still be subject to discipline and instruction. I refer of course to youths under twenty-one years of age and whose education as a whole may still be imperfect. More particularly is this to be regretted when the pupil has a fair talent for music. As a tuner only he may earn a fair wage, but if he can combine with that trade the higher wages paid in a factory to a beginner are no doubt often an inducement both to the pupils and their friends. But after years will show the mistake made in too eagerly

accepting the present advantage at the expense of a life-long regret for what might have been. We have now twenty-seven pupils in the piano tuning class under a highly competent resident instructor and the work is being carried on with much energy.

#### SEWING, KNITTING, ETC.

These classes are well filled and doing good work. In the sewing room a large number of articles are made or repaired for institution use. In connection with the knitting and fancy work classes many pupils find not only a pleasant occupation of their leisure time but a profitable one also.

#### COOKING CLASS.

This class, a small one in the absence of accommodation for a larger number, was in active operation last session and is about resuming.

#### PUPIL POPULATION.

I have already said enough to explain why, in one important particular, the pupil population is less than in some former years. Other reasons have been assigned on sufficient data for a general diminution in the numbers of the youthful blind. Among these stand out most prominently the beneficial effects of ophthalmic science and a better knowledge of the means of averting blindness in the earlier stages of infant life. If these causes be added to the very general rejection of applications from adults and facilities afforded for the earlier retirement of pupils of the latter class, it is easy to account for a roll of twenty or thirty fewer pupils than we numbered in recent years. I may again remark that the call for this report almost immediately after the close of the summer vacation makes a perfectly exact return impossible.

The total attendance at the Institution during the official year ending September 30, 1901, was 138. The average attendance was 118 of whom 61 were males and 57 females, against 126 in the previous year. We closed with a registered population of 119, of whom 60 were males and 59 females. Of the 119, ninety-four have re-entered, 46 males and 48 females. The difference is represented by 14 males and 11 females, 25 in all and is accounted for as under:—

Graduates :	Males.	Females.	Total.
Workshop . . . . .	2	0	2
Female Industries . . . . .	0	1	1
Literary Classes . . . . .	1	2	3
(All advanced in other branches.)			
Retired :			
From Workshop with partial outfits . . . . .	3	0	3
Obtained employment . . . . .	2	0	2
Impaired Health . . . . .	1	1	2
Improved Vision . . . . .	0	3	3
Domestic Reasons . . . . .	0	2	2
Unexplained to date . . . . .	2	0	2
Temporarily detained at home . . . . .	2	2	4
Re-admission declined . . . . .	1	0	1
	14	11	25

The pupils in attendance are composed of the following:—

Pupils present at close of last session . . . . .	94
Former pupils returned . . . . .	4
New pupils . . . . .	9



The ages of the new comers are as follows :—

	Males.	Females.	Total.
Five years.....	0	1	1
Eight.....	1	0	1
Ten.....	0	1	1
Twelve.....	0	1	1
Thirteen.....	0	1	1
Sixteen.....	1	0	1
Eighteen.....	2	0	2
Thirty-two.....	1	0	1
	<hr/> 5	<hr/> 4	<hr/> 9

The very exceptional circumstances under which the application for the admission of the one adult was presented made it more than difficult to refuse him. Of the pupils of last session who have retired, six males and one female were over twenty-one years of age, so that the adult population has been reduced by six. Judging by the experience of past years we shall, in all probability, close in June 1902, with about the same number as were present at the dispersion in 1901. It is proper to notice that, last session, our new admissions amounted to the unusually large number of 22, seven males and fifteen females, everyone under 21 years of age. Of these all have re-entered but two, one a little girl who proved to be mentally defective, and was consequently retired early in the session, and an older girl whose physical defects, other than partial blindness, made private tuition desirable.

#### HEALTH.

The state of the Institution in regard to health has been good and the pupils have re-assembled under most favorable circumstances in that regard. The medical officer's report refers to three cases of scarlet fever. One of these occurred soon after the pupils had returned last year. The others developed simultaneously in the Spring of the current year. That this very infectious disease did not spread will show that the measures taken to isolate the patients were successful. The cases were evidently of a merely sporadic nature and good recoveries were made by all. I must specially notice the very generous and considerate conduct of the relatives of the sick pupils. The latter were all new comers and sent from their homes for the first time, by tenderly fond and anxious friends. The confidence shown by the latter in the care and attention the children received was no little alleviation to the anxieties that most accompany such a trust.

#### DISCIPLINE.

If I assert that, at the present time, I do not believe any school or Institution contains a pupil population more amenable to discipline or less inclined to cause trouble to those in charge of them than ours at this moment I shall be well within the truth. I do not pretend that they are altogether free from those faults and tendencies to evil that have to be encountered wherever a body of young persons is brought together. But there arises as a rule, nothing that a little firmness with patience and an appeal to the better feelings cannot overcome. It is the more pleasing to be able to write thus and to challenge fearlessly a correction of the statement if any one chooses to doubt it, because it is a matter of public notoriety that circumstances occurred during the past session which put a somewhat severe strain upon our internal relations. But not for one hour was discipline set at naught or the order of the Institution interrupted. This was more to be noted because, there can be no doubt, for a considerable period sinister efforts had been made to undermine all authority. We have nothing to conceal here. No house of glass was ever more accessible to the light of day than this Institution. Our pupils are the objects of solicitude and interest to the ministers of their respective churches; they mingle freely with other residents in the city; visitors have access to the building at all convenient hours; the pupils spend three months in a year at their homes where, it may be assumed, their condition morally and physically is an object of concern. So that every possible opportunity is presented for ascertaining to what extent pupils may have progressed or the reverse. I recently put the question very directly to a clergyman who has

been more closely in touch perhaps with the pupils under his personal observation than any other, "What is your opinion of the general moral condition of the pupils as the result of the Institution life?" And his answer was, "Invariably improved." I have no trouble it is true to discover here and there sad instances of even very early moral depravity. Considering from how wide and promiscuous a source our pupils are collected this is inevitable. But I could point on the other hand with a satisfaction not to be expressed in words, to pernicious habits overcome and the child or youth taught to avoid and despise the evil he has had to contend with. Needless is it perhaps to add that, in dealing with the internal management and discipline of such an Institution the Principal while held strictly accountable at all times should have a free hand. Parents often cannot and sometimes will not see, and no stranger can fully understand the conditions that sometimes make even exclusion necessary. It is a cruel duty to have to retire a blind pupil from receiving further advantages from the one source open to him. It has only been done and that very rarely indeed when the safety of others and general order made such a step indispensable. When such a case does occur I am always prepared to accept the full responsibility.

#### THE FARM.—GROUNDS, &c.

The present season I regret to report has not been so favorable as most others for some farm and garden products. But in other respects a very fair yield has been obtained. The grounds increase every year in beauty and would bear advantageously a larger expenditure than I am authorized to incur for that purpose.

#### IMPROVEMENTS.

Very considerable improvements of a decorative, and others of a structural and sanitary character, have been carried out during the late summer vacation. While the absence of sufficient room in the girls' wing constitutes an ever present want, we are in a condition generally by which a full measure of health and a fair degree of accommodation should be assured.

#### ACKNOWLEDGMENTS.

With a grateful recognition of the assistance received from my colleagues on the staff and of the very friendly attentions of the Clergy and citizens of Brantford.

I beg to subscribe myself,  
your obedient servant,

A. H. DYMOND,  
Principal.

BRANTFORD, October 14th, 1901.

# ONTARIO INSTITUTION FOR THE BLIND.

STATISTICS FOR THE YEAR ENDING 30TH SEPTEMBER, 1901.

## I.—Attendance.

	Male	Female	Total
Attendance for portion of year ending September 30, 1872.....	20	14	34
“ for year ending 30th September, 1873.....	44	24	68
“ “ “ 1874.....	66	46	112
“ “ “ 1875.....	89	50	139
“ “ “ 1876.....	84	64	148
“ “ “ 1877.....	76	72	148
“ “ “ 1878.....	91	84	175
“ “ “ 1879.....	100	100	200
“ “ “ 1880.....	105	93	198
“ “ “ 1881.....	103	98	201
“ “ “ 1882.....	94	73	167
“ “ “ 1883.....	88	72	160
“ “ “ 1884.....	71	69	140
“ “ “ 1885.....	86	74	160
“ “ “ 1886.....	93	71	164
“ “ “ 1887.....	93	62	155
“ “ “ 1888.....	94	62	156
“ “ “ 1889.....	99	58	167
“ “ “ 1890.....	95	69	164
“ “ “ 1891.....	91	67	158
“ “ “ 1892.....	85	70	155
“ “ “ 1893.....	90	64	154
“ “ “ 1894.....	84	66	150
“ “ “ 1895.....	82	68	150
“ “ “ 1896.....	72	69	141
“ “ “ 1897.....	76	73	149
“ “ “ 1898.....	74	73	147
“ “ “ 1899.....	77	71	148
“ “ “ 1900.....	77	67	144
“ “ “ 1901.....	72	66	138

## II.—Age of pupils.

	No.		No.
Five years.....	1	Eighteen years.....	16
Eight “.....	3	Nineteen “.....	11
Nine “.....	6	Twenty “.....	6
Ten “.....	8	Twenty-one years.....	3
Eleven “.....	7	Twenty-two “.....	1
Twelve “.....	6	Twenty-three “.....	4
Thirteen “.....	8	Twenty-four “.....	5
Fourteen “.....	9	Twenty-five “.....	4
Fifteen “.....	9	Over twenty-five years.....	14
Sixteen “.....	10		
Seventeen “.....	7	Total.....	138

VI.—Cities and counties from which pupils were received during the official year ending 30th September, 1901.

County or city.	Male.	Female.	Total.	County or city.	Male.	Female.	Total.
District of Algoma .....	2	3	5	District of Nipissing .....	2	3	5
City of Belleville .....				County of Norfolk .....	3	2	5
County of Brant .....		2	2	“ Northumberland .....	1	1	2
City of Brantford .....	3	2	5	“ Ontario .....	1	3	4
County of Bruce .....	2	2	4	City of Ottawa .....	2	1	3
“ Carleton .....				County of Oxford .....	2	4	6
“ Dufferin .....	1		1	“ Peel .....	1		1
“ Dundas .....		1	1	“ Perth .....	1	1	2
“ Durham .....		1	1	“ Peterborough .....			
“ Elgin .....	2	2	4	“ Prince Edward .....			
“ Essex .....	1	5	6	“ Prescott .....	2		2
“ Frontenac .....				“ Renfrew .....	1	2	3
“ Glengarry .....	1		1	“ Russell .....	1		1
“ Grenville .....		1	1	City of St. Catharines .....			
“ Grey .....	3	2	5	“ St. Thomas .....		1	1
City of Guelph .....	1		1	“ Stratford .....			
County of Haldimand .....				County of Simcoe .....	4	1	5
“ Haliburton .....				“ Stormont .....	1		1
“ Halton .....		2	2	City of Toronto .....	12	5	17
City of Hamilton .....	1	4	5	County of Victoria .....	2		2
County of Hastings .....				“ Waterloo .....	1	1	2
“ Huron .....	2	1	3	“ Welland .....			
City of Kingston .....	2		2	“ Wellington .....	2	1	3
County of Kent .....	2		2	“ Wentworth .....		1	1
“ Lambton .....	1	2	3	“ York .....		1	1
“ Leeds .....	1	2	3	*Quebec .....	2	1	3
“ Lanark .....	1	1	2	North-West Territory .....			
“ Lennox .....				Manitoba .....			
“ Lincoln .....				*British Columbia .....	1		1
City of London .....	1		1				
County of Middlesex .....	2	5	7				
District of Muskoka .....	1		1	Total .....	72	66	138

## PHYSICIAN'S REPORT.

T. F. CHAMBERLAIN, ESQ., M.D.,

Inspector.

SIR,—My report for the year ending September 30th, 1901, includes references to the case notes of my much respected predecessor, Dr. Sinclair of Paris, who had charge of the health of the Institution until March 1st of the present year. The session has been a fortunate one in that there have been no deaths and few cases causing serious anxiety.

During the month of October, 1900 one case, and during February two cases of scarlet fever developed, but, with perfect isolation, the spread of the disease was prevented.

One of the male employ   developed a gluteal abscess in the month of May and was incapacitated for a number of weeks but finally made a perfect recovery.

Because of the widespread epidemic of small-pox throughout Ontario, I performed a general vaccination of all those not previously immune.

The plumbing improvements of the past summer will, I feel sure, be a decided benefit, not only to the health but also to the comfort of the pupils.

I have the honor to be, sir,

Your obedient servant,

(Sgd )

JNO. A. MARQUIS.

Brantford, October 10th, 1901.

To T. F. CHAMBERLAIN, ESQ., M.D.,

Inspector of Prisons, Charities, etc., for Ontario.

SIR,—I have the honor of submitting for your consideration the following report of the results of the Literary Examinations in the Ontario Institution for the Blind situated at Brantford, for the academic year ending June, 1901. The examinations were held on the 27th, 28th, 29th, 30th and 31st days of May. On Tuesday, May 14th, I made a special visit to the Institution in order that I might acquaint myself with the methods of teaching and also with the general management of the pupils, etc., so that I might be better prepared for conducting the examinations, as I was desirous not only to discover what the pupils knew in each subject, but also to observe the methods adopted by the teachers when teaching pupils of this class. For while the general principles underlying all methods of teaching must necessarily be the same, still special methods have to be adopted by those in charge of the blind, as one important avenue for acquiring knowledge is closed, and hence the others have to be used to a far greater extent than in the case of ordinary pupils.

On the day of my special visit to the Institution I was very favorably impressed with the location of the handsome grounds, the fine walks, and the beautiful shade trees, etc. I may further add that as an experienced teacher of school rooms, I was much pleased with the state of the corridors, class rooms, etc ; everything was kept scrupulously clean and neat, and system and order were manifested everywhere in the management.

The marks obtained by each pupil in each subject are given in the accompanying Examination Sheets.

The following are the general results :

### (a) MISS GILLIN'S CLASSES.

(1) Arithmetic.—Class C, sixteen in class, limit ; simple rules, weights and measures, easy problems involving the practical use of the tables. The class showed a very good knowledge of the first. They were able to repeat the tables promptly and accurately. Nearly all of them were able to solve problems based on the tables correctly. The class, except in two instances, did very satisfactory work. The class obtained an average of 77 per cent of the marks.



(2) Grammar. Class A, twelve in class, limit; History of the Language. Four Divisions, Analysis and Parsing of sentences of all kinds. The majority of this class showed that they had been carefully taught the history of the English Language and the changes produced in Anglo-Saxon by the different conquests and the introduction of foreign words at different times from other languages. In parsing and analysis the class did well. All except three obtained over 50 per cent of the marks. The class marks were 68 per cent.

(3) Writing.—Class D, fifteen in class, limit; Letters, simple words. The writing was fairly neat and legible. Considering the nature of the class, the work done was satisfactory.

(4) English History.—Fourteen in class; Limit. From 55 B.C. to the end of the reign of Edward III. This class was examined on the course as thoroughly as the time would permit. They showed a competent knowledge of the history of the different periods, the changes brought about by the different conquests, and the constitutional changes that took place under the different lines of kings. The class obtained an average of 74 per cent.

(5) History of American Literature.—Eighteen in class; Limit, From 1607 to the present time. The class showed an intimate knowledge of the writers of the different periods, their chief works and were able to give intelligent reasons why the literature produced during each period was of a character peculiar to that time. They manifested an excellent grasp of the subject. I allowed myself considerable latitude when examining on this subject, and I must say that I was particularly well pleased with the answers of the pupils. The class marks were 71 per cent.

(6) English Literature.—(Same class as above). Eighteen in class. Limit; Shakespeare's Play, Hamlet, in detail with quotations. Definitions and derivations up to "C" in Practical Speller. The pupils were familiar with the biography of Shakespeare, could name and classify his plays and knew the sources whence he got the material for Hamlet. They manifested a very intimate knowledge of the play and of the various characters. They were able to quote the finest passages, tell by whom spoken, and recite them accurately, giving the proper emphasis and expression, showing that they possessed an intelligent grasp of their meaning.

The class evinced a thorough knowledge of the Latin roots of the course, and were able to apply them readily in the derivation and definition of words.

I regard this class as one of the most interesting that I ever had the honor of examining. Except in two instances they are marked very high. Their answers reflected very great credit on their teacher. Eight of them secured the maximum number of marks.

(7) Geography.—Fifteen in class. Limit: Definitions, United States, Mexico, Central America, West India, South America, Sectional Maps, etc. This class was examined on the definitions; minutely on the United States as to the physical features, natural divisions, chief products, industries, cities, manufactures, etc, and generally on Mexico, Central America, and the West Indies. The pupils were very expert at locating places on the Sectional Map, picking out any of the States and giving a description of them. All except one did remarkably well. The class marks were 77 per cent.

(8) *Canadian History*.—Fourteen in class. Limit: from 1763 to date. The class was examined on the whole period, and at the close of the examination I gave them a few questions on current events. The answering of the pupils, except in three instances, was satisfactory. The average marks were 64 per cent.

(9) *Bible Class A*.—Girls, Twenty-one in class. Limit: Early Old Testament History, etc. Bible and Professor Blackie's History. The pupils in this class were examined carefully on the period covered by Genesis and Exodus, with special reference to the way in which Professor Blackie takes up the subject, and generally on other parts of the Sacred Writings. The class did remarkably well. All obtained over 60 per cent. The class marks were 84 per cent.

#### (b) MISS WALSH'S CLASSES.

(4) *Arithmetic*.—Class A. Twelve in class. Limit: Problems involving fractions, interest, gain and loss, partnership, etc, mensuration. Eleven problems on the course

were given to the class, the time allowed for their solution being about one hour. Two solved them all. The results as a whole were eminently satisfactory and did much credit to the teacher. The pupils not only gave correct answers but were able to give logical solutions, showing the different steps by which they arrived at their conclusions. The class obtained 70 per cent of the marks.

(2) *Reading and Spelling*.—Class B. Fifteen in class. Limit: 1st, 3rd, 4th, 5th and 6th Readers, (embossed type). Three read from the First Reader three from the Third, four from the Fourth, one from the Fifth, and four from the Sixth. The articulation, expression and emphasis were good. All showed very careful teaching. Each read a different selection. When each pupil had read, he or she was given a number of difficult words from the text to spell. The average marks in spelling were 92 per cent.

(3) *Writing*.—Class C. Twenty in class. Limit: Small letters, capitals, words. The pupils did their writing neatly and legibly. Their work showed careful teaching.

(4) *Geography*.—Class D. Twenty in class. Limit: Definitions; Province of Ontario, counties, cities, railways, rivers, lakes, Sectional Map. The pupils in this class were familiar with the common definitions in geography. They knew the counties bordering on the great lakes, on the St. Lawrence and on the Ottawa, and the inland counties, their county towns, chief towns and villages. They could point out the lakes, trace the rivers, find and name any important stations on the railways. In a word, they manifested the most minute knowledge of the dissected map. They appeared to know any county the moment their fingers touched it. The class obtained 80 per cent. of the marks.

(5) *Grammar*.—Class B. Nine in class. Limit: Review definitions, parsing and analysis of simple sentences. The pupils in this class except two did well. Their answers showed that they possessed a good knowledge of the elements of grammar. They did the parsing and analysing exercises submitted to them with a very fair degree of accuracy. They were able to correct errors in English readily, and give reasons for the corrections. The class marks were 65 per cent.

(6) *Bible Study*.—Fourteen present in class. The pupils in this class were examined in the first twenty chapters of the Gospel of St. Luke. They possessed a fair knowledge of the history of Luke, were able to recite the Magnificat, the Canticles, narrate the parables and miracles recorded in this portion of Luke's Gospel. They also knew the history of all the persons referred to and were quite apt at quoting the Beatitudes, the Lord's Prayer, the Ten Commandments, etc. The class was thorough in all that they had gone over and gave very accurate answers. These pupils are Roman Catholics, and use the Douay version of the Bible.

#### (c) MR. WICKENS' CLASSES.

(1) *Arithmetic*.—Class B. Twelve in class. Limit: Fractions. The pupils in this class, except one, did very satisfactory work. They were examined on the definitions as well as on problems involving fractions. They solved nearly all the problems given them, and also were able to give logical solutions in each case. The class gave ample evidence of having mastered the course thoroughly and of having been very carefully taught. The class made an average of 71 per cent.

(2) *Reading*.—Class A. Nine in class. Limit: Point Print; (cipher), Literary selections. The pupils in this class were examined on various literary selections written in "Point Print." Each read a different selection. All of them read with a very fair degree of ease, good expression, correct emphasis, and intelligence, evidencing that they understood and appreciated what they read.

At the close of the examination in reading the pupils were given an examination in spelling, consisting of words and sentences containing homonyms; they were also given homonyms and required to compose sentences in which these were used correctly. The work was all done in "Point Print." The class marks in spelling were 82 per cent.

(2) *Typewriting*.—Thirty-two pupils in class. The examination consisted of writing to dictation a stanza of poetry, a note, a receipt, and a letter ordering ten barrels of flour. The work as a whole was done very satisfactorily. Nine obtained the maximum marks. The errors made by the majority of the others were very slight. This subject is deservedly given a good deal of prominence as a knowledge of typewriting cannot fail but be of very great utility to these pupils in after life, besides they appeared to be delighted at

the thought that they possessed an easy means of expressing their thoughts in writing. In this respect it must have a beneficial effect by strengthening their self-reliance. The average marks were 90 per cent.

(4) *Geography*.—Class A. Seventeen in class. The course for the session was the British Empire. The class was examined on the cities, natural products, industries, manufactures, exports, etc., of Great Britain and Ireland. Each of the British Possessions, after they had located it, was dealt with in the same way. The pupils were then examined on locating places on the plain—sphere. All except one did well. The average marks were 78 per cent.

(5) *Bible Class A*.—Boys. Twenty-one in class. Limit; Early Old Testament History. The pupils in this class showed an intimate knowledge of the events recorded in the first two books of the Old Testament and of the lives of the persons mentioned there. Besides they had a general knowledge of the Bible as a whole and were able to quote freely portions of the Psalms, of Proverbs, and of the New Testament. They passed a very creditable examination and obtained 84 per cent.

#### (d) MR. McLEAN'S CLASSES.

(1) *Arithmetic*.—Class D. Twenty-five in class—thirteen seniors and twelve juniors. Limit; four simple rules. Both sections were examined on the definitions, notation, numeration, and problems in addition and subtraction. The seniors were also examined in multiplication and division. Both grades did well, and showed careful teaching. The average marks were 72 per cent.

(2) *Geography*.—Class C. Twelve in class. Limit; Review of definitions, Dominion of Canada. This class was examined on the principal definitions; Canada, its provinces and districts, with their physical features, natural products, industries, cities, railways, canals, exports, etc. The answers on this work showed very careful preparation. They were deficient in their knowledge of the powers of the Dominion and local governments. They were very expert at locating places on the Sectional Map. All except three obtained 50 per cent. or over.

(3) *Natural History*.—Eighteen in class. Limit; Crow, fox, kingfisher, mink, partridge, robin, toad, weasel, wild cat; General information. Each pupil was handed a specimen and asked to tell all he or she knew about it. The results except in two instances were very creditable. The pupils appeared to be very much interested in this subject.

(4) *Grammar*.—Class C. Twenty-five in class. Limit; Introductory with sentences, analysis, parts of speech. The pupils in this class showed a good knowledge of the definitions, were able to select the parts of speech readily, and correct errors in English very well. One answered all the questions, and eight obtained 85 per cent. of them. Though four failed to get a fair mark, the class had evidently been well taught.

(5) *Reading and Spelling*.—Class C. Eighteen in class. This class is composed of three grades, and read from the first reader, the second and the third, (embossed type). No two read the same selection. All except two read well. Each pupil was examined in spelling when he or she had read. Fourteen out of the eighteen spelt all the words correctly. The average in spelling was 93 per cent.

(6) *Writing*.—Class C. The pupils in this class were required to write eight capitals, four geographical names, a stanza of poetry, and his or her name and address. The writing except in two instances was done very neatly and quite legibly. The highest mark given was 80 and the lowest 40.

(7) *Bible Class*.—Boys B. Fourteen in class. Limit; Early Old Testament History. The pupils in this class showed a good knowledge of the course, were able to name the books of the Bible, repeat the Ten Commandments, quote portions of the Psalms, verses from Proverbs, beatitudes, and had memorized the first chapter of St. John's Gospel. I was much pleased with the knowledge manifested by them and with their mode of answering. The average marks of the class was 87 per cent.

#### (e) MISS MESSMORE'S CLASSES.

(1) *Bible Class*.—These pupils showed a fair knowledge of simple bible stories, and could tell them in their own words, were able to name the books of the Bible, repeat the Ten Commandments, and had memorized the first Psalm.



(2) *Arithmetic*.—Primary Class. Ten in class. Limit ; Addition, subtraction, multiplication. These pupils were able to add and subtract accurately with a fair degree of rapidity, and had some knowledge of the multiplication table.

(3) *Reading*. Same class. Some of them were able to read simple lessons nicely, others were just beginning.

(4) *Kindergarten Class*. Same class. These were doing the usual work done in Kindergarten classes ; they seemed to be happy and to enjoy the exercises, especially the songs.

(g) MISS MOORE'S BIBLE CLASS.

Class B.—Girls. Eight in class. Limit ; Early Bible History. This is a most interesting class, and excelled in narrating Bible stories in their own language. Four of them answered all the questions. The class average was 83 per cent.

(h) MISS HAYCOCK'S BIBLE CLASS.

Class C.—Girls. Eight in class. Limit ; Early Scripture History and portions of the New Testament. Besides having a good knowledge of the early Old Testament history they have memorized the 7th chapter of Mathew's Gospel, the 12th chapter of 1 Corinthians, and the "fruits of the Spirit." The class did remarkably well. All except one obtained the maximum number of marks.

CALISTHENICS AND GYMNASTICS.

I witnessed a class of the larger boys, and a class of the larger girls, and a class of small boys going through various calisthenics and gymnastic exercises. The way in which they acquitted themselves did very great credit to their instructor Mr. Padden. I am of opinion that these exercises have a good effect upon the health, walk and general physical condition of the pupils. Everything about the gymnasium was in a very satisfactory condition.

GENERAL REMARKS.

Judging from my own observations on the day of my special visit, the manner of answering the pupils, the order and attention exhibited by the pupils in the various classes, and the results of the examinations I feel satisfied that the teachers are painstaking and doing their work efficiently. I wish also to add that I was much pleased with the internal arrangement and management of the Institution.

The course of study appears to me to be ample for the requirements of the pupils. I understand that it is the intention to give more systematic instructions in composition next year. Perhaps more attention might be given to Nature Study.

Besides giving the pupils a knowledge of the Scriptures, I regard the Bible studies as a means for giving an excellent training in oral composition.

After observing the use made of the Point Print system in some of the higher classes, notably Mr Wickens' class A., in reading, spelling and composition exercises, I may venture to recommend its even more general use in connection with literary class work, and this too particularly, as a substitute for a library of necessarily very costly and very cumbersome text books. This of course involves a thorough familiarity with the Point Print methods on the part of all the teachers having charge of the literary classes. The pupils, I am informed, as a rule, learn to read and write Point Print with great facility. The use of it in fact is a source of constant interest as a means of employment in their leisure hours.

The classes as a rule were about the right size. In classes composed of pupils of this kind there is danger of having them too large, as in most subject individual teaching must necessarily form a very prominent part of the successful teacher's work.

In conclusion, I wish to express my gratitude to the Principal and teachers for the kind treatment that I received from them, and for the valuable assistance given to me while conducting the examination.

All of which is respectively submitted.

H. L. JOHNSON, } Examiner.

Strathroy, June 14th, 1901.

## REPORT ON THE MUSICAL INSTRUCTION GIVEN AT THE ONTARIO INSTITUTION FOR THE BLIND, BRANTFORD, ONT.

The Musical Department of the Ontario Institution for the Blind, Brantford, was examined by me on May 22nd and 23rd, 1901. The examination was conducted under the following heads:—Theory of Music, including Harmony, Counterpoint and Musical History: Piano: Organ: two Choral Classes: Congregational Singing: The work of class in Piano Tuning was also explained.

Three papers were set for the Harmony Classes on Counterpoint, Senior and Junior Harmony, with the result that half the pupils took 75% and over of the marks given, and only one less than 50%. The class in History was subjected to an oral examination on the work they had done. The questions were fairly well answered, and in some individual cases there was shown a knowledge beyond that of mere facts and dates. The work of the students in the Theory of Music, as seen from the above statement, is of a highly satisfactory character.

In Piano Playing, the general work done by the pupils is very satisfactory, showing careful attention on the part of teachers. The Piano Classes are divided into five grades, with subdivisions. Each pupil was examined individually. Many of the Senior pupils play unusually well, and two or three of them exhibit more than ordinary musical talent. Among the Juniors, too, there are some talented ones, who are being looked after. The class of music used for instruction shows that the best Composers' works are being drawn upon and they are being properly interpreted.

Of the pupils in the Organ Class, three of them show the possession of more than ordinary ability, and the playing of all the Organ pupils, was, on the whole, good. More standard Organ music should be given, though there is no fault to find with the character of the music played.

The Senior Choral Class sang several part-songs fairly well. Unfortunately at the present time, there are no tenors in the Class and very few sopranos who have good strong voices. It would be a great help to this class if some of the individual members had private singing lessons. The delight with which the class sang the part-songs was very evident.

The young children in the Junior Choral Class sang several unison and two-part songs. Great care should be taken here that the chest voice be used less and the head voice more diligently cultivated.

The Congregational singing at the morning devotional exercise was very good, the students joining heartily in the hymns. The more taking tunes such as "Fight the Good Fight" were given with much spirit. The Vocal Classes were evidently very helpful here, their lead giving confidence to the others. The Organ accompaniment was played by one of the senior students who did her part with conspicuous ability.

The pupils in the class for Piano Tuning were examined at various stages of progress. They are being well taught by their instructor. Some finished scales were done well enough to satisfy the most critical.

The result of an inspection of the Musical Department of The Ontario Institution for the Blind, is highly creditable to those who have this branch in charge, and while the teachers are evidently doing careful work, it was also apparent to the most superficial observer, that the Blind Students were, at any rate for the most part deriving no small amount of pleasure from this branch of study. Some remarkable instances of quickness of the musical ear were noticed, and in one case was seen the possession of the perception of absolute pitch.

Mr Humphries, the Director of Music has in addition to his ordinary duties instituted a Normal Class for those who are qualifying as teachers. For these he has devised an ingenious plan by which the pupils in the class receive a knowledge of the Stave and the ordinary signs of musical notation.

W. E. FAIRCLOUGH

## MAINTENANCE AND EXPENDITURES.

For the year ending 30th September, 1901, compared with the preceding year.

Item.	Service.	Year ending 30th Sept., 1900. Average No. of pupils 126.			Year ending 30th Sept., 1901. Average No. of pupils 118.		
		Total expendi- ture, 1900.	Weekly cost per pupil.	Yearly cost per pupil.	Total expendi- ture 1901.	Weekly cost per pupil.	Yearly cost per pupil.
		\$ c.	c. m.	\$ c.	\$ c.	c. m.	\$ c.
1	Medicines and medical comforts	110 44	1 6	88	167 55	2 7	1 42
2	Butchers' meat, fish and fowls..	1,876 66	28 2	14 81	1,769 75	28 8	14 99
3	Flour, bread and biscuits.....	517 06	7 6	4 10	491 53	8	4 6
4	Butter and lard.....	1,082 53	16 5	8 59	1,028 09	16 7	8 71
5	General groceries.....	1,545 90	23 8	12 42	1,452 27	23 7	12 30
6	Fruit and vegetables.....	390 11	5 9	3 09	231 98	3 7	1 96
7	Bedding, clothing and shoes....	419 61	6 4	3 33	513 05	8 3	4 34
8	Fuel—wood, coal and gas.....	2,826 35	41 6	22 43	3,437 09	56	28 12
9	Light—electric and gas.....	881 92	16 4	6 99	910 63	14 8	7 71
10	Laundry, soap and cleaning....	376 58	5 4	2 82	306 69	4 9	2 59
11	Furniture and Furnishing.....	479 53	7 3	3 80	352 43	5 7	2 98
12	Farm & garden—feed & fodder..	867 55	13	6 80	624 70	10 1	5 29
13	Repairs and alterations.....	607 86	9 2	4 82	661 42	10 7	5 60
14	Advertising, printing, stationery and postage.....	582 64	9	4 62	604 94	9 8	5 12
15	Books, apparatus and appliances	873 04	13 3	6 92	619 50	10	5 24
16	Miscellaneous, unenumerated..	1,214 54	18 5	9 64	1,126 84	18 3	9 54
17	Pupils' sittings at churches....	242 00	3 7	1 92	224 00	3 3	1 74
18	Rent of water hydrants.....	160 00	2 6	1 35	160 00	2 6	1 35
19	Extra water supply.....	59 94	9	47	113 20	1 8	95
20	Salaries and wages.....	17,638 78	269 2	139 99	17,621 68	287 1	149 33
	Total.....	32,753 04	498 3	259 15	32,417 30	528 3	274 72

Certified correct.

W. A. HOSSIE,

Bursar.













